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ORGANIZATIONAL COMMUNICATION TOOL FOR LETHBRIDGE COLLEGE

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Lopputyö perustuu projektiin jonka toimeksiantajana oli Lethbridge College. Projektin tarkoituksena oli luoda ohjekirja Lethbridge Collegen opettajille, jotka halusivat opettaa elektronisesti tarjottavan kurssin Estarille, kiinalaiselle yhteistyökoululleen.

Ohjekirjaa tarvittiin, sillä Lethbridge Collegen opettajilla ei ollut riittävästi tietoa elektronisen kurssin opettamisesta kiinalaiselle koululle. Tämän vuoksi Lethbridge Collegen eri osastot ryhtyivät laatimaan ohjekirjaa opettajien tarpeisiin yhteistyössä Kiina-projektin johtajan kanssa.

Projekti alkoi marraskuussa 2007 tutkimustyöllä, jossa selvitettiin millaisia ohjekirjat yleensä ovat ja jatkui kokouksin eri osastojen edustajien kanssa. Projektissa mukana olleiden osastojen asiantuntijamielipiteet täytyi ottaa huomioon ohjekirjaa laadittaessa. Ohjekirjan eri osia työstettiin erillään. Lopuksi eri osat koottiin yhteen, tekstit muokattiin yhdenmukaiseksi ja valmis ohjekirja suojattiin tekijänoikeudella. Ohjekirjan valmistumisen jälkeen järjestettiin tapaaminen jossa ohjekirja esiteltiin opettajille. Ohjekirja analysoitiin SWOT-analyysilla. Suositukset pohjautuvat tähän analyysiin.

Kieli	Englanti
Asiasanat	organisaatioviestintä, Kanada, Lethbridge College
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THESIS
ABSTRACT

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The thesis was based on a project commissioned by Lethbridge College. The aim of the project was to create a manual for the teachers in Lethbridge College who wish to teach an electronic course for Estar, a Chinese cooperation college.

Lethbridge College had experienced a problem with providing information for teachers who wanted to teach the electronic course. The teachers had not known from whom and where to ask their questions. Therefore, they asked their questions from the most visible member of the cooperation with China, the head of the China project.

The project was scheduled for winter 2007. The work began with research and continued with meetings with the different departments of the school. The cooperation with China involves many of the departments of the school and their expert opinion needed to be considered for the manual. The manual was then compiled, formatted and copyright protected. After the manual was completed, a meeting introducing the manual was held in order to familiarize the manual to the teachers. The manual was analysed with a SWOT analysis and the recommendations given were based on the analysis.

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1 INTRODUCTION

Lethbridge College in Lethbridge, Alberta is developing electronic courses for Estar College in Qindao, China. The project was to create a manual for the instructors in Lethbridge who want to provide a course for Estar College. The manual explains the instructors what they need to do and how.

The manual required the assistance of the different departments of the college, because it consists of information from different areas of making the manual, for example making a teaching video. The Audio Visual Department of the college made it. The School of Business did not know how to make the videos, where they are made and what happens after they are filmed, so we needed the Audio Visual Department to provide us the information about that. After the manual was made, we held an orientation session which I hosted.

The manual was important, because earlier the instructors did not have a vast source of information and therefore contacted the Chair of the School of Business, Cheryl Pollmuller, for all of their questions.

The manual was completed over a week later than planned, but it turned out to be excellent. It was created partly based on the feedback from the instructors who had already been in China for the same project. Therefore the manual was directed well towards its target audience, the instructors. The manual orientation meeting introduced the manual and enforced its position as the main tool for the instructors when they are creating their courses.

2 THEORY

The theory of Organizational Communication is the framework used in the project at the Lethbridge College. The theory of Organizational Communication is the most relevant one for the project, as the Instructor Manual will be used as a communication tool for the organization.

2.1 Communication

Communication is quite a new concept. As a term, it was only defined in the 1970's. Before, communication was understood to be synonymous with media. As noted by Puro (2004, p.7), communication is still developing mostly by constantly pushing out more areas of research and education. Due to this, it is hard to explain the actual core of the term. Therefore, the definition used here is from the book 'Communicate!' by Rudolph F. Verderber and Kathleen S. Verderber: "Communication is the process of creating and sharing meaning in informal conversation, group interaction, or public speaking. The process includes participants, context, messages, channels, presence or absence of noise and feedback." (2002, p.6)

Communication is symbolic, which means that the words or the gestures have no inherent meaning. The meanings expressed both verbally and non-verbally only "gain their significance from an agreed-upon meaning" (Martin & Nakayama, cited in Bratton, J & Gold, J 2003, p.366). People communicate differently in different situations, which can lead to messages having many diverse meanings.

Communication can be divided into two types; verbal and non-verbal. Verbal communication is communication which uses words, such as texts. Non-verbal communication is communication which does not make use of words. An example of non-verbal communication would be facial expressions. Non-verbal communication is highly important as "One study at UCLA indicated that up to 93 percent of communication effectiveness is determined by nonverbal cues." (Heathfield, Susan M n.d). One perfect example of this is sarcasm. In sarcasm when you say something, you actually mean the opposite which you convey with your gestures, tone of voice and expressions. The whole meaning of the words you said changes in sarcasm. Information is vital for communication; it is what we communicate – without information there cannot be communication.

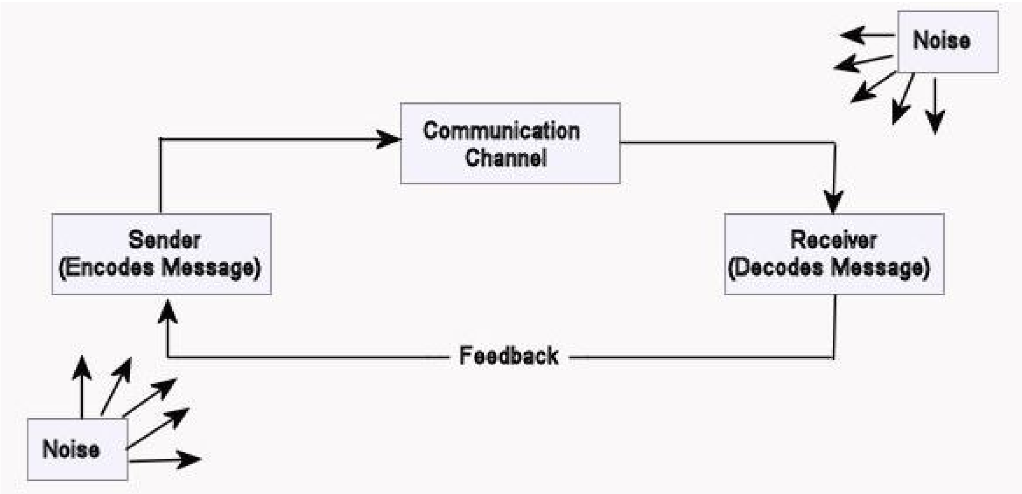
According to Gómez-Mejía, Balkin & Cardy (2001, p.431), there are two different forms of information that are sent and received in workplace communication: facts and feelings.
Facts are bits of information that can be measured or described objectively, for example the price of an item. Feelings are employees' emotional reactions to the decisions or actions taken by other members of the organization. Managers must be prepared to deal with the feelings of employees, who are effected by their decisions or actions. If they are not able or willing, their plans may fail. For example, the negative response by employees to a change, especially a negative change such as downsizing, can spread throughout the organization and hinder functioning.

2.1.1 Communication Process Model

The best way to illustrate the process of communication is by the communication process model. The model was developed in the late 1940s and early 1950s (Beebe, S.A, Beebe, S.J, Redmond, M.V & Milstone, C, p.8).

The sender creates the message (encodes) and then sends it to the receiver (Gómez-Mejía, Balkin & Cardy 2001, p.432-433). The sender must also choose a communication channel through which to send the message to the receiver. The receiver then understands (decodes) the message. The message is encoded with words, numbers or digital symbols. In communication feelings, the message is encoded with body language or tone of voice (See Figure 1.1).

Figure 1.1 Communication Process



Source: Gómez-Mejía, Balkin & Cardy 2001, p.432

The receiver must be able to decode the message, because if they are not able, the communication has failed. There are many causes for failures to decode the message, such as the usage of professional jargon which causes the message to be not understood, or the message not being clear and it causing the message being misunderstood. Noise is anything that can disturb the message, for example, real noise disturbance or distraction on the part of the receiver. Nowadays the noise is mainly information overload (Gómez-Mejía, Balkin & Cardy 2001, p.432-433).

Due to the big risks of failure, feedback is important in making sure the message was understood correctly. Communication with the possibility of feedback is called two-way communication. Options of feedback include paraphrasing the message received, or asking questions about the received message. Without the possibility to send feedback, it is called one-way communication. Two-way communication is the ideal situation, but may not always be possible such as in large organizations with a the great amount of employees (receivers) and only one sender (Gómez-Mejía, Balkin & Cardy 2001, p.432-433).

The communications process model has been criticized since it characterizes communication as a linear process and ignores the cultural differences, subcultures, organizational hierarchies and power relationships (Rees, 1998; Tan, 1998; Thompson & McHugh, 2002, cited in Bratton, J & Gold, J 2003, p.369).

2.2 Group communication

When three or more people communicate, their communication is referred to as group communication. Group communication differs much from one to one communication and faces different types of problems and phases. To fully understand the complexity of organizational communication, it is good to be familiar with group communication as well.

2.2.1 Work group and group goals

A work group consists of three or more people who must work together and influence one another to achieve a shared goal (Verderber, R.F & Verderber, K.S 2002, p.238). Just any group of three people is not a work group, for example just being roommates is not a work group, but when they need to clean the house together, they have a common goal and they become a work group.

A group goal is a "future state of affairs" which enough members of the group want to happen and it causes the whole group to aspire to achieve the goal. The goal of the group must be presented as a goal statement, because then it is easier for all the members to understand the goal and be committed to it. There are 4 characteristics a goal statement should have according to Verderber, R.F & Verderber, K.S (2002, p.239):

1. **Specific goals** are goals that are specifically declared, measurable, and behavioral.

2. **Consistent goals** are goals that are complementary. This means that achieving one goal does not mean you can not achieve another.

3. **Challenging goals** are goals that are difficult to accomplish and need hard work and team effort.

4. **Acceptable goals** are goals group members see as important and feel personally dedicated to.

2.2.2 Problem solving

According to Verderber, R.F & Verderber, K.S (2002, p.249) research shows that groups go about solving problems in different ways, for example linearly or in a spiral pattern. However, groups who make high quality decisions go through certain phases. The phases are identifying the specific problem, analyzing problem, arriving at criteria that an effective solution must meet, identifying possible alternative solutions to the problem, comparing the alternatives to the criteria and determining the best solution or combination of solutions

The charge of the problem needs to be well designed and specific. If a charge is too broad and vague, the groups will use a lot time trying to find the defined problem. The group could also focus on the symptoms of the problem and not the actual problem. Even if the charge is good, the members still need to understand the background, history and status of the problem before they can start thinking about solutions (Verderber, R.F & Verderber, K.S 2002, p.249).

The group needs to write down the problem. If they can not, it is less likely they all understand the problem and work together effectively to find a solution. Effective problem definition has 4 characteristics (Verderber, R.F & Verderber, K.S 2002, p.250):

1. The problem definitions are stated as questions
   - As the answer is not yet known, the problem should be a question.
2. The problem definitions contain only one central idea
   - If the problem definition has two issues in one, they should be separated in to two questions.
3. The problem definitions use specific and precise language to describe the problem.
   - Avoid vague wording.
4. The problem definitions can be identified as questions of fact, value or policy.
   - The problem solving discussion is organized according to the type of the question.

Questions of:

- Fact: Are questions of discovering the truthfulness of the statement: is it true, or how much of it is true. The group will talk about the strength of the evidence it has, to decide what is true.

- Value: Questions that relate to subjective judgments right, moral, good or just. Often contain evaluative words such as good, reliable, effective or worthy.

- Policy: Questions that relate to what courses of action should be taken or what rules to be adopted to solve the problem. These questions have the word "should" in them which makes them the easiest problem statements to formulate.

2.2.3 Analyzing the Problem

To analyze the problem, one must collect as much information as possible and find criteria which the solutions must solve. There are three types of information which are helpful when analyzing problems (Verderber, R.F & Verderber, K.S 2002, p.251). Previous experiences are good to start with but not good to use as the only source.

Second sources are published materials, such as in libraries and the Internet. However, it is good to remember that just because something is published does not mean it is reliable. Therefore carefully evaluate the relevance and usefulness of the information. Third sources are information from other people. This includes consulting experts and doing surveys.

Sharing the discovered information is important for fulfilling the ethical responsibility of a group discussion, not just discuss the information all members of the group know. A solution would be to ask each member about the information they discovered that contradicts to his or her personal beliefs of the issue (Verderber, R.F & Verderber, K.S 2002, p.251).

2.2.4 Solution Criteria

After understanding the problem, one must create criteria which a proposed solution needs to solve. Criteria must be the qualities research has proven to be essential for the solution to work. Alternative solutions will be compared to the criteria and eliminated if they do not match them.
This makes it less likely that the group becomes polarized and more likely to reach a solution all members can commit to (Verderber, R.F & Verderber, K.S 2002, p.252).

2.2.5 Generating Ideas

The purpose of this phase is to create many possible solutions. At this phase, you do not worry yet if they match the criteria; you just want ideas.

Brainstorming is great way to generate ideas and creative solutions. Brainstorming is "a free-association technique for generating as many ideas as possible by being creative, suspending judgment, and combining or adapting the ideas of others." (Verderber, R.F & Verderber, K.S 2002, p.253) It is important not to judge the ideas "You are trying to open up possibilities and break down wrong assumptions about the limits of the problem. Judgments and analysis at this stage will stunt idea generation." (Mind Tools Ltd, 1995-2007)

2.2.6 Evaluating and Deciding

At this stage, one compares the ideas to the criteria. This point it is usually noticed also if some of the criteria should have more weight than others. Alternatives should be carefully compared against the criteria to ensure a high-quality decision.

A problem solving group might not make the actual decision, but a recommendation. Decision making is choosing between alternatives.
Five methods for decision making (Verderber, R.F & Verderber, K.S 2002, p.255) :

1. The expert opinion method
    - The person with the most expertise in the subject makes the decision.
    - Fast and useful when one person has much more knowledge about the issues.
2. The average group opinion method
    - Each member ranks the options, the average is counted and the highest average is the choice.
    - Good for routine and quick decisions
    - Also good to eliminate weak alternatives before making the final decision
3. Majority rule
    - group votes on alternative, which receives the most votes, is selected
    - even though democratic, if majority is slight, almost as much against as for and the people who are against might sabotage the implementation of the result by active or passive means
4. The Unanimous decision method

- Deliberation until all members agree about the best choice
- ideal situation since if reached, all members fully committed to the result
- hard to achieve

5. The Consensus method
    - Similar to "unanimous" but instead of all agreeing it is the best option, a variation is found which all can accept and support and commit to.
    - Even though consensus group might believe the choice was not the best possible, they can support and commit to the chosen option.
    - Easier to achieve than unanimous, but still hard to achieve
    - Better than the more commonly used "majority" rules if the group needs everyone to implement the decision successfully.

2.2.7 Obstacles

Following a structure problem-solving process should make the process more efficient, but there are still constraints to consider. According to Verderber, R.F & Verderber, K.S (2002, p.258) there are three types of constraints: Cognitive, affiliative and egocentric.

1. Cognitive
    - If a group is stressed due to a difficult task, lack of information or not enough time.
    - Comments that reveal this problem: "How are we going to finish this in time?"
    - Group needs: To convince themselves that task is important enough to give the needed time and compensate for the difficulty.

2. Affiliative
    - When all members of the group would rather maintain pleasant relationships than make high-quality decisions
    - Signs that reveal this problem: some members not talking, avoiding disagreements
    - Solution: practicing interpersonal skills or using a "devil's advocate" to take the opposite side of the apparent consensus to test it. When the group

realizes that an argument is healthy when constructive and good natured, they are more likely to say their honest opinions.

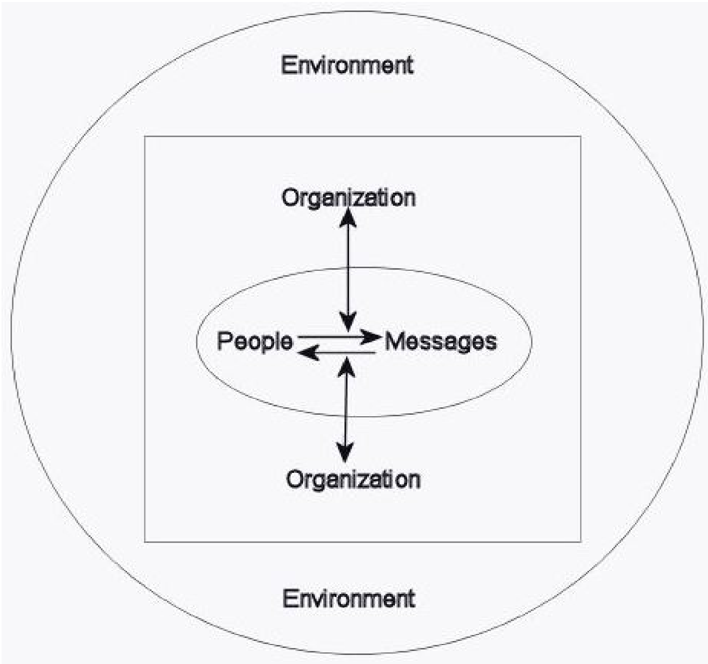
3. Egocentric constraints
    - When some members have the need to control or are driven by other personal needs.
    - Egocentric people want to "win" by having their option chosen
    - Not driven by strong preference to an option, but the need to be "right"
    - Comments that reveal this problem: "I have worked here longer than you and I know your idea won't work."
    - Solution: Hard to solve, but egocentric people are capable of rational thinking. Asking them to state the information they base their conclusion on, can sometimes help them to change their position and move into solving the problem.

2.3 Organizational Communication

Communication in a company is a category of its own; it is called organizational communication (see Figure 1.2). According to Goldhaber (1981, p.11) an organization is defined as "a group of people aspiring for the same goals". The connection between the effectiveness of the organization and effectiveness of its communication is very clear to current organizations. After all, we live in an information society. There are many theories about what organizational communication entails, but there are three factors that occur frequently according to Goldhaber (1981, p.17):

1. Organizational communication is an open and complex system which is affected by the environment.
2. Messages are transmitted in the system. The messages have a direction, goal and method.
3. People are involved in the organizational communication with their attitudes, feelings, relationships and skills.

Figure 1.2 Organizational Communications



Source: Goldhaber (1981, p.18)

Francis (cited in Sparrow, P & Marchington, M 1998, p.78) has divided the process of organizational communication into four main segments which depict the various purposes of the communication. The segments also have three supporting elements each.

- Communications for sharing vision or mission
    - Persuasive management. Management which makes one trust the vision or mission.
    - Compelling vision. Vision that is easy to believe in.
    - Sensitivity to the external environment. Taking the external environment in the considering and keeping up with the demands and changes of it.

- Communications for integrating effort
    - Integrating mechanisms. Incorporating mechanisms to the organization.
    - Helpful geography e.g. workplace layout. Workplace is logical and comfortable.
    - Downward flow. Information from managers to employees travels well.

- Communications for making intelligent decisions
    - Communication skills. Good communication skills to make high quality decisions efficiently.
    - Apt administration. Appropriate management which is capable and efficient.
    - Upward flow. Information from the employees to the managers travels fluently.

- Communications for sustaining a "healthy" community
    - High trust. High trust in the company and the goals and beliefs of it.
    - Lack of prejudice. No prejudice as it makes the work atmosphere unsafe and suffocating.
    - Supportive. Supportive of the employee and the company in their development, growth and decisions.

The segments and elements have equal opposite powers, which can be called "blockages of communication" (Sparrow, P & Marchington, M 1998, p.79). For example, in "communication for making intelligent decisions", the blockages would be:

Insufficient communication skills – individuals do not have, for example, proper listening skills.

Inept administration – information may be distributed, but may not be made available for those who would need it.

Flawed upward flow – the channels are either not there or are not used.

Models like this are useful to organizations which want to improve and develop their communication systems, because each blockage can be assessed and attempted to be prevented.

According to Viitala (2004, p. 217) communication is an effective way to increase the know-how of the organization and personnel, and a method to influence the attitudes of the personnel. Communication often has to compete over people's time and attention in a work environment which tends to be hectic and already full of information.

Communication is seen as a strategic resource of an organization according to Viitala (2004, p. 217). A change or direction of the company cannot come into effect if the personnel are not aware and committed to it. This requires frequent sending of information via different channels. In an organization, communication needs structuring and planning. Although most of the time communication is spontaneous, each time a new issue needs to be told to the personnel, there is no point in wasting time in developing or choosing a new method of communication. With a basic model, communication can be carried out routinely leaving room for surprises, handling changes and developing communication. Internal communication is done by everyone in the organization to notify the appropriate people of important work related issues.

In Finland many laws and regulations dictate the different areas of organizations. As Viitala (2004, p.219) reminds us, the minimum requirements of the communication of an organization are defined by laws. The most important law is the law of cooperation in the organization. However, the minimum requirements are insufficient for the functioning or developing of the organization. Communication is also needed for keeping the personnel satisfied in their work in order to, for example, minimize workforce turnover which can be very expensive to organizations.

External communication also needs systems and planning as it is the method of releasing, for example, the annual reports and press releases. External communication is close to marketing, but it also forwards the organization's image and culture to its employees and therefore should be transparent. If the external communication is not transparent, it can cause the employees to see the organization as untrustworthy or the employees cannot see how the organization is doing compared with competitors.

Timing of communication is important. The information which is communicated needs to be sent at the right time for it to be current. If information arrives too late, it is useless. If information arrives too soon, it is forgotten or not paid attention to. For example, during a change, communication at the right time diminishes rumors and fears, even if there is nothing actually to announce.

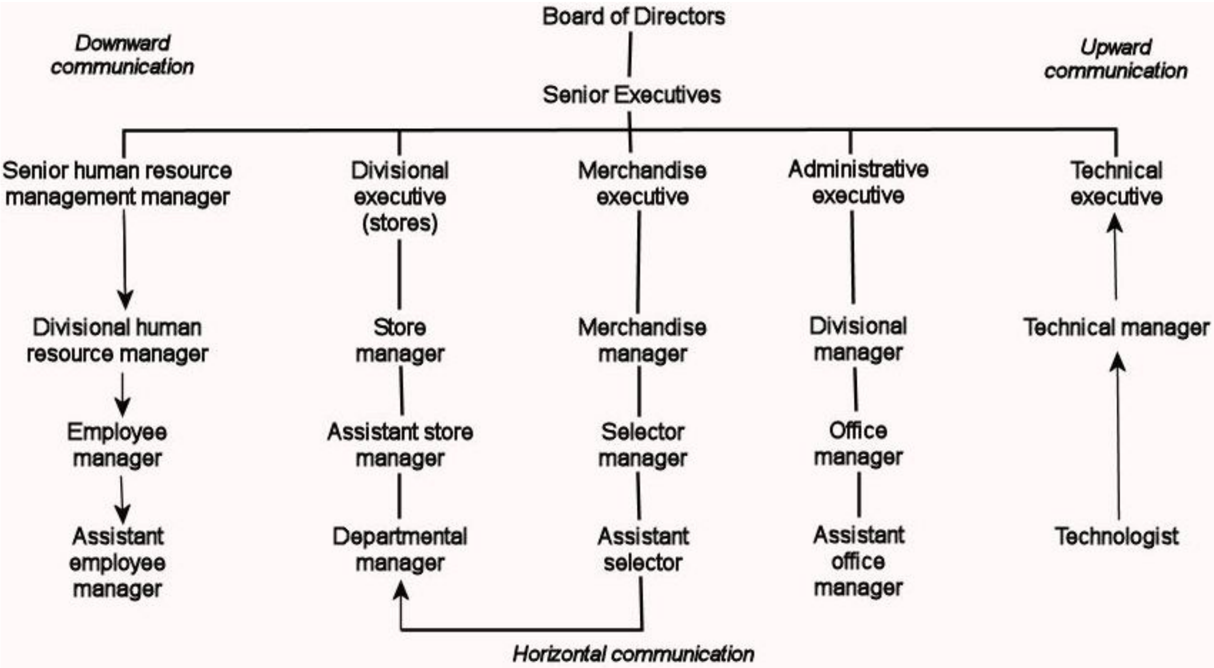
Culture also influences communication for example, how information is expressed. Cultural differences for example show that Japanese prefer to be more indirect and prefer oral communication whereas North Americans are the opposite preferring written communications and being direct (Bratton, J & Gold, J 2003, p.370).

2.3.1 Communication Networks

An organization is made of chains of people, who have their own places and tasks in the organization. Messages go between these people along certain paths. These paths form networks.

Communication networks can be divided into two different types: formal and informal networks. Formal networks can be divided in to three categories: downward, upward and horizontal.

Figure 1.3 Downward, upward and horizontal communication in a retail store



Source: Bratton & Gold (2003, p.371)

2.3.1.1 Downward

Downward communication means the communication from the superiors to the employees. Katz and Kahn (cited in Goldhaber 1981, p. 58) have determined 5 types of downward communication:

1. Work instructions: Instructions on how to do the job
2. Grounds for tasks: How the work relates to the other functions

3. Codes of procedure: Rules and procedures of the organization
4. Feedback: Messages of job performance
5. Adjusting to goals: Adjusting the employees to the goals of the organization

Problems of downward communication usually are:

1. Relying too much on written communication: Personal communication is often more effective.
2. Too much information: Too much information sent to the employees causes them to start ignoring it.
3. Right timing: Messages need to be sent at the right time, so they are current.
4. Filtering: Must be prepared for the changing of the message on the way; the greater the amount of people between the message sender and the receiver, the greater the risk of the message changing along the way.

2.3.1.2 Upward

Upward communication is communication from the employees to the superiors. The messages are usually questions, feedback and suggestions. This kind of communication is important for the relationships in the organization.

Planty and Machaver (cited in Goldhaber 1981, p.59) define why superiors should value knowledge coming from further down in the organization:

1. It shows information is trickling down and employees are ready to receive information.
2. It helps the employees to accept decisions as they are encouraged to participate to the decision making.
3. It gives feedback on whether the information is correctly understood.
4. It encourages valuable initiatives.

However, the research of Goldhaber (1981, p.60) shows that:

1. Usually employees do not have the possibility to send messages upward in the organization.

2. Employees' primary need is to make complaints or evaluate superiors.
3. Most employees want to get more information, not send it.
4. The higher the person in the organization, the less feedback they get.

2.3.1.3 Horizontal

Information going horizontally is information between the people in the same level of the organization. According to Goldhaber (1981, p.60), possible areas of development are found for example:

- In coordinating tasks. Different department heads could meet once a month to solve problems and avoid task overlapping.

- In sharing information. Different faculties of different universities could meet and compare and discuss their teaching and action plans.

- In solving conflicts. Internal conflicts inside the organization could be solved in a joint meeting in which the problems and solutions could be presented.

Obstacles when communicating horizontally are for example:

- Rivalry and envy. Different departments might compete with each other and therefore not be willing to share information.

- Specializing. If different departments are very specialized, sharing information is hard or there might be competition between the departments.

- Lack of motivation. Communicating across is often ignored and is usually considered useless.

Corporations are very complex and therefore, they need many communication channels to move information up, down and horizontally the organization by, for example, emails, newsletters, memos and meetings.

2.3.1.4 Informal Networks

In organizations, always along the formal network, there is an informal network, usually referred to as "the grapevine". The informal network is an unofficial and casual network between the employees of the organization. The following has been described by Goldhaber in a book on Organizational Communication (1981, p.61):

The grapevine is fast. According to Walton (cited in Goldhaber 1981, p.61), the fastest way to communicate among the employees is the grapevine. One reason for the rapidity of the grapevine might be the comfort of using it as the people you hear the grapevine information from are the people on the same level in the organization as you. New employees generally trust more information about the company from their coworkers than from official orientation programmes. 75% of employees even say that the grapevine is their primary source of important information at work (McShane, cited in Bratton, J & Gold, J 2003, p.372).

The grapevine is accurate. Normally, the grapevine has been considered inaccurate. However, research shows that it is surprisingly accurate. In their studies, Davis as well as Marting (cited in Goldhaber 1981, p.61) have both demonstrated 80 to 90 percent accuracies when they have compared the original message to the message through the grapevine. Goldhaber and Wiio (cited in Goldhaber 1981, p.61) have discovered that people felt they were getting too much information through the grapevine. They acknowledge grapevine being a fast form of communication, but do not necessarily consider the grapevine-transmitted information accurate. Davis (cited in Goldhaber 1981, p.61) believes that this is due to the fact that when the information acquired through the grapevine is faulty, it tends to be completely wrong. This mistake is then remembered and reflected on the grapevine labeling it unreliable. Gómez-Mejía, Balkin and Cardy (2001, p.443), professors of management in the United States, believe that if too much information is coming through the grapevine, it can easily be distorted, for example, by gossip. It can then lead to poor morale among the employees. The professors suggest that a company should monitor the grapevine and if necessary, clarify information circulating in the grapevine by more official channels. One method of monitoring they propose is management by walking around (MBWA). In MBWA, the manager walks around the company on different levels, so the employees have the opportunity to talk to the manager about their problems or suggestions.

Grapevine delivers a lot of information. This is involuntarily, but if you acknowledge the faults of the grapevine, you can use it for your benefit. In politics, this is sometimes used to achieve certain political goals. Grapevine works in groups. Information is communicated in groups, not from individual to individual.

2.3.2 Mediums

As Puro (2004, p.8) points out, speeches, meetings and conversations have been the foundation of communication. Against a common belief, e-mails and mobile phones have not diminished their power. People are not focusing as much on the messages sent via e-mail or mobile phones, because they are clogged with information. New technology contributes to, not replaces, meetings and speeches, for example, by enabling the making of presentations by computer or sending questions to be discussed in a meeting by e-mail to all participants. Face-to-face interactions are remembered better and therefore offer possibly an even more effective means of communication now than before the wide use of e-mail and mobile phones.

An organization must offer face-to-face channels also, because many feelings are shown non-verbally, according to Gómez-Mejía, Balkin and Cardy (2001, p.432). The medium must match the message. Electronics can not convey feelings as well as face-to-face interaction. Some communication channels are more appropriate than others for different situations. For example, memos are not very good when dealing with emotional messages; face-to-face would work much better (Gómez-Mejía, Balkin & Cardy 2001, p.432).

Modern information systems have made the problem "how to get the message to everyone" redundant. The problem now is with choosing the right communication channel to make any given message understood and heard, with the main enemy being the modern days' information overload.

One method of fighting against information overload is to filter messages, which means screening out less important messages. Most know these kinds of filters are the junk mail filter on email accounts. This filter comes as a standard feature in most email accounts and is a clear sign of the effects of information overload. However, it is hard to determine which messages are high quality and which are not and sometimes important message end up involuntarily to the trashcan of the email account. The employees have quite contradictory feelings about limiting access to themselves as they expect to have broad-based access to everyone else (Krill, Paul 2000). For example, usually people get very annoyed when people don't answer their emails.

2.3.3 Employee Communication Plan

The organization should provide the employees with a communication channel that gives employees access to important information on operative, strategic and individual levels of information, such as the vision of the organization, upcoming changes and accomplishments of employees (Puro 2004, p.218). Employees must also have an opportunity to express their ideas and feelings. The more transparent the functioning of the organization, the better the employees can aspire towards its goals. Also, when supervisors are familiar with employment policies and employees are aware of their rights, there is less room for misunderstanding and the organization's functioning will not suffer (Puro 2004, p.218).

3 CHINA MANUAL PROJECT

3.1 Lethbridge College

Lethbridge College is located in the town of Lethbridge, Alberta, Canada. Established in 1957, it was the first public community college in Canada. The college has approximately 7000 students. The college is a post-secondary diploma-granting institution and provides its students programs in areas such as Business, Fashion, Renewable Resource Management and Early Childhood Education. The college offers Diplomas and Certificates and has 4 Academic Centers, which each have different amounts of schools. Funding for the college comes from the tuition fees charged to students as well as government funding.

3.2 Estar

Estar is a Chinese College located in the city of Qindao in the Shandong Providence. The college is a private school led by Mr. Cheng Changjin and it was founded in 2001. The name of the college is an abbreviation as the E actually stands for eternal making the whole name Eternal Star College. The school has 25 000 students and 1 500 instructors.

Estar has ten faculties:

Information Technology Faculty	Constructional Technology Faculty
Printing Technology Faculty	Electronic Engineering Faculty
Automobile Technology Faculty	International Trade Faculty
Business Faculty	Tourism Management Faculty
Foreign Language Faculty	International Faculty

The school emphasizes the importance of skill-training. Therefore, the students must gain their practical skills in a factory or the college training base for one month. The school signs a contract with the students to promise to find them employment if they graduate from the college.

3.3 Contract

The agreement between Lethbridge College and Estar College was initiated by Lethbridge College. Lethbridge College wanted to find a college to cooperate with in China. E-star was found through a Chinese agent. The cooperation is especially beneficial to Lethbridge as they get to count the Chinese students that take their courses in China, as the Lethbridge College students. They then receive more tuition revenue from the government. They have a contract in which Estar commissions Business courses from the School of Business in Lethbridge College. The motivation of Estar for the cooperation comes from the high value placed in China for courses delivered in English. Estar wants to provide their students Canadian business courses held by a Canadian instructor. A possible future development in talks is that Chinese students take these courses for one year, and then come to Lethbridge for their second year of study.

3.4 Description of the project

The Lethbridge College has made an agreement with a Chinese college called Estar to provide courses from their Lethbridge College Business programs. Lethbridge College has agreed to provide the Chinese school with long distance learning courses. They will be delivered by DVD lectures, student and instructor manuals and web based materials. The project was to create a manual for the teachers in Lethbridge College who wish to develop a course that will be delivered by Chinese Estar College.

3.5 The Relationship to Organizational Communication

Manuals are communication tools as they provide information and wish to cause hoped action. The College is an organization and the communication was happening from the different departments to the teachers which make it organizational communication (See attachments 1,2 and 3). The manual gives information about the project and what is expected of the teachers. The teachers are then expected to provide and act according to the manual. The manual is a two-way communication tool as it has the possibility to give feedback in order to make the future manuals better.

Also the making of the manual required a lot of communication as significant contributions were made based on feedback from teachers who already had been to China to teach a course. Organizational communication came into the picture when it was essential for different departments to collaborate to make the manual. For example, when the School of Business provided the material and teachers, Educational Resources edited the material and the Technologies Department provided the manufacturing of the video. All of the departments needed to be included in the communication in order to convey what was wanted of them and to inform them about the timetable for the project.

3.6 Phases of the Project

The project advanced in six major phases: Research, meetings, gathering and checking the material, combining material and editing, final review of the manual and manual presentation. These following phases are explained next.

3.6.1 Research

The project was commenced with conducting extensive research. The head of the China Project in the Lethbridge College led the manual project and needed to accept all the phases of the project and proposed content. The starting point of the project was a binder in which information about the agreement with the Chinese school Estar was gathered. The binder contained possible articles that could be useful, such as an article about how to make a multiple-choice exam and feedback given from a teacher who had already taught one course in China. This feedback was one of the most useful pieces of information as it clearly showed the information, which had been lacking and information, which was found useless by a teacher that needed guidance with creating the electronic course. Based on these, creating an outline for the manual was started (see Attachment 4 *"Manual outline 1.1"*).

3.6.2 Meetings

Regular meetings were held with the work group in order to keep the projects advancing effectively, and for the work group to share information and ideas. The leader of the Educational Resources had the exact information about the contents of the manuals, which the instructors in Lethbridge would provide for the Chinese teachers and students, because the Educational Resources department was in charge of controlling the level of teaching materials. They also were responsible for the formatting and publishing of the manual.

At the first meeting, the first outline for the manual (See Attachment 4 "*Manual outline 1.1*") was presented and discussed. Suggestions for improvements were made based on the discussions and after the adjustments the manual outline looked like Manual Outline 1.2 (See Attachment 5 "*Manual outline 1.2"*). The regular meetings were continued to gather perspectives on making the manual and for adding more sections as the project progressed (See Attachment 6 "*Manual Outline 1.3"*).

3.6.3 Gathering and making the material

Once the outline was more defined, it was time to start gathering and making the material for the manual. Various parts of the manual were already prepared, but most parts needed to be altered and edited. Other parts of the manual were not provided at all and therefore had to be sought and found.

The most important part was to consider the cultural differences between China and Canada. The course could not be presented the same way as in Canada, because the Chinese students have different learning styles and cultural boundaries. For example, Chinese students prefer to just listen and take notes whereas Canadian students prefer to be more active in class. Therefore, the section "Orientation to China" was the most demanding to make and compile.

The information of the Learning styles of the Chinese students was gathered when the teacher from Lethbridge College who taught one course in Estar, was interviewed. The article *Learning in China—Free Market Style* (Pierik, R.P 2003) was considered a good source of information for the Learning styles of the Chinese students section, but then revealed that it only applied for National schools, and not private schools such as Estar. Chinese private schools have no regulations on how to do their education. This information was useful, as it was not made clear in the article about the differences in private and national schools. This form of information is achieved from two-way communication. The feedback pointed out the initially though to be reliable information to be flawed and inapplicable for the manual. The information sources for the manual are presented in Information sources of the manual (See Attachment 7 "*Manual Outline Information sources of the manual*").

3.6.4 Combining the material and editing

The material was then combined and edited. The copyright of the articles that were taken elsewhere was checked to ensure any copyright laws were not broken. A Google Documents file (Google, 2007) was created to enable the work group to write notes and make changes in the manual with the changes instantly seen. This made the editing and adding material much faster and easier. Other tools that were used for communication during this project were emails, phone calls and face-to-face discussions.

3.6.5 Final review of the manual

The formatting team changed the outline and the look of the manual quite dramatically. All the information gathered was still there, but organized differently. The change was for the better, because the formatters are truly experts in their work. They organized the information more coherently and improved the information flow in the manual.

The main reasons for the changes were the parts of the manual, which were provided last. These overlapped with what had preciously been written to different parts, therefore the formatters decided to create a simpler outline of the manual. All in all it proved that the Educational Enhancement team brought their expertise for the project in making the manual look professional.

3.6.6 Manual presentation

The manual was presented for the new faculty on 20 December 2007. A presentation was hosted and many guest speakers attended from the different departments involved in the project (See Attachment 8 "*China Manual presentation times*" and 9 "*China Manual meeting"*). Guest speakers brought more credibility for the meeting and ensured the invited people would attend. This was important, as the goal of the meeting was to strengthen the effect of the manual as a communication tool. Making the teachers familiar with the manual, instructing them on how to use it and opening a chance for two-way communication reinforced the chances of success. Handouts were made for the attending people, so they could follow the presentation as it progressed (See Attachment 10 "*China manual presentation handouts"*) and be focused during the whole meeting.

The atmosphere of the meeting was relaxed which made the instructors comfortable asking questions, explaining their previous experiences and thoughts about the China project. It ensured the teachers that they were listened to and their opinions were valued, which is important in organizational communication. A communication tool is only valuable if it is used and the open channel for the teachers to communicate to the creators of the manual made them trust the manual more and have faith in it corresponding to their needs. The meeting was held according to the handout to ensure it advanced effectively, but still left a lot of room for questions and further discussions.

4 ANALYSIS OF THE PROJECT

The project was to make a manual for the teachers in Lethbridge College, who wanted to teach an electronic course to the partnership college in China. It contained information about the cooperation with the Chinese college, cultural differences in training and guidance in making the materials the teachers needed to submit. The manual needed to be done, because the teachers were in dire need of a reliable source of information for developing the course. The manual also included a list of contacts if they still had questions after reading the manual. This way they could direct their questions to the person who knew the answers, and not contact people randomly.

The greatest contribution to the manual came from feedback from teachers who already had made an electronic course to the partnership college in China. The feedback was a great help defining the information needs of the teachers. It provided surprising information about the kind of information the teachers needed. In addition to the basic information the team thought the teachers needed, the feedback alerted to the need of more examples of the material they needed to provide and cultural differences training.

The project of making the manual involved utilizing the horizontal communication of the organization. The different departments worked together without involving the lower levels of their branches. The expertise needed for the manual demanded the help of the different departments and therefore it was not possible to do the manual without using the horizontal communication (See attachments 1, 2 and 3).

The manual itself is downward communication. It is meant as a tool for the higher levels of the organization, management, to communicate information to the lower levels of the organization, the teachers. The purpose of the manual is to reduce unreliable information, loss of time and stress of staff answering the same questions asked by the teachers or finding the staff members who know the answer to their questions. As a one-time event, it does not create very much time loss or stress, but as it had happened frequently, the loss of time and increased stress on staff became significant. The teachers themselves also found it very difficult to find reliable information fast. The manual makes accessing reliable information easy and fast and gives guidance when making the material the teachers need to provide.

Positive about the project

- People were helpful which made finding information very fast and easy.
- Google Documents (Google, 2007) proved to be a very useful tool. Times for meeting or sending files back and forth was not needed after placing the document in Google Documents.
- Meetings were very effective which lead to the manual advancing quickly.

Negative about the project

- Occasionally people were hard to get in contact, such as when they answered emails quite slowly
- Final Version of the manual was finished later than expected due to the formatters being busy. They were making formatting for teachers that will soon have a course in China.

4.1 Improvements for the project

A lot of time should be reserved for people answering to questions, because it sometimes took a long time to find people or them to answer their emails, therefore part of the project might be on hold because of this. For example, Candace Lewko was taking a very long time providing the part for "Orientation to China". Therefore, it was very unsure about when or if the "Orientation to China" part would be on the manual. A deadline was needed for how long to wait for a response from her, before trying to find other sources of information.

In the future, the formatters' schedule should be also included in the planning of the thesis. The manual was finished over a week later to the original planned date, because the formatters were very busy. To avoid this problem, the schedule of the formatters should be checked early enough to book a time for them to work on the manual.

The manual should be stored in many different locations, so if one location fails, the manual is still saved on another location. Due to technical problems in one location that the manual was stored in, the manual done so far was almost lost. Therefore backing up files during a project is very important and should not be overlooked.

4.2 SWOT-analysis of the Finished Manual

The SWOT-analysis of the finished manual shows the different aspects of the finished products as well as expected opportunities and threats. The SWOT-analysis works well in this case, because the manual is an already finished product.

4.2.1 Strengths of the manual

Minimizes questions people have about the project

- Before the teachers had no ready made written materials and therefore asked many questions from people linked to the project, mostly the head of the China Project, because she is the most visible member of the project. On the other hand, they did not ask any questions since they were not encouraged to contact members of the project.

Gives a clear and concise image to the instructors about the project and where they fit in it

- For the teachers to work effectively, they need to know how they fit in the project and have a clear image of the project so they can commit to it. If the teachers do not believe the project to be successful and reliable, they will have a hard time committing to it and give their best.

Minimizes the rumors and hearsay about the project

- Like in many new adventurous projects, there are rumors about them. Since now there is a published manual which gives detailed and referenced information, it minimizes the amount of gossip and rumors.

It is a new communication tool

- The manual is a new communication tool and enhances the communication of the organization to its employees. The feedback option also enables the flow of information upward in the organization.

Many people with different educational backgrounds and specializations bring more innovative ideas and motivate each other

- The project is more effectively done and more ideas are generated compared to a group of people with the same backgrounds.

The active members of the group were very committed to the project

- The members of the project group were very committed to the project and had its completion as a priority.

A new idea

- As a new idea, the employees are interested in reading and seeing the manual, because nothing like it has been done before and they do not know what to expect. When making the newsletter at the college, it was noticed people were more interested in it than before as the style of the newsletter changed since the person making it changed. People are interested in changes even though they might not adapt to them quickly.

Part of the information for the manual was first hand and based on experiences of the teacher that had already been in China

- As one of the sources of information and the type of information that is needed is from the target audience (instructors), the manual is very well directed to the needs of the instructors.

4.2.2 Weaknesses of the manual

The "Orientation to China" part needs to be kept updated after a couple of years or so (depending on the developments in China)

- Other countries, media, etc affect the behavior of the citizens of a country, causing the country's culture and learning styles to constantly change. Therefore the manual must be kept updated for at least these parts.

A new communication tool

- The success and problems of the manual are hard to predict, as the manual has not been done before.

Not all of the departments were present at the meetings

- Not all of the departments were present in the meetings, which is not good for the creation of the manual. All the possible ideas were not generated and the group dynamics would have been even stronger if they would have attended.

4.2.3 Opportunities of the manual

Creating similar manuals for other schools

- Since creating this manual, other school might be interested in asking for assistance from Lethbridge College when making their instructional manuals.

More instructors might get interested in the project now that it is presented in a clear published form

- The manual is easy to read and makes it easy for the instructors to find more information on the project if they are even a little bit interested. Before they might have thought that they do not want to bother anyone by asking questions about what the project is like and just let their interest in the project diminish.

4.2.4 Threats of the manual

Other schools copying the manual

- When making their own manuals other school might try to copy the outline and look of the manual. To prevent this, the manual will be copyrighted to protect the contents and the appearance.

The purpose of the communication tool failing

- The common threat of communication tools is that the people they are designed for do not use them. Therefore the instructors might not read the whole manual and still ask questions answered in the manual. The reasons can vary from not knowing how to use them to just being lazy. This threat must always be considered as it cannot be completely eliminated. To prevent this, the China Manual meeting was held in order to make the instructors familiar with the manual and quickly go through it with them.

Manual needs to be updated regularly

- If changes in the project are slowly updated in the manual, it causes people to not trust the manual. If the manual is not kept up to date and the instructors find themselves many times reading outdated information, they will stop trusting the manual and therefore defeat the purpose of the manual.

4.3 Recommendations for the manual

The manual is a great communication tool for the college, but it is important to keep it updated. Otherwise, the manual will not be used, because the information in it is not trusted. Especially the cultural differences part of the manual needs to be kept updated. Countries develop constantly and so does their culture. Lately, China has been more and more interested in increasing their English language teaching. It is reasonable to assume that soon Estar will not want the material to have the English names replaced with Chinese ones to encourage more advanced English language learning.

Feedback received from the manual needs to be read carefully and considered when updating the manual. Feedback is first hand information from the people the manual is made for, therefore it is important to value and know how to use it to improve the manual. The teachers will also have feedback from the Chinese students about what they thought about the courses. This information would be important for example for the section about how to make the electronic course.

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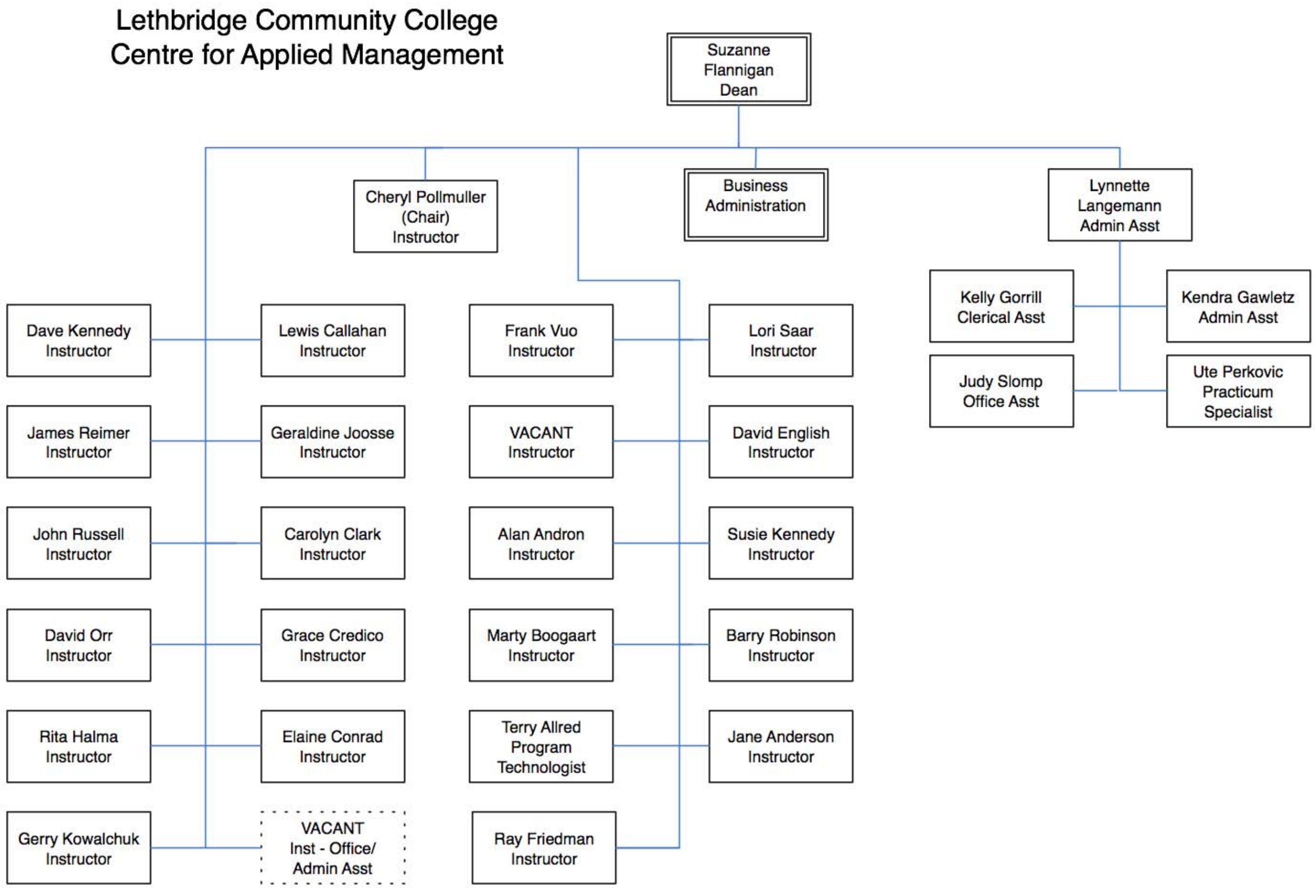
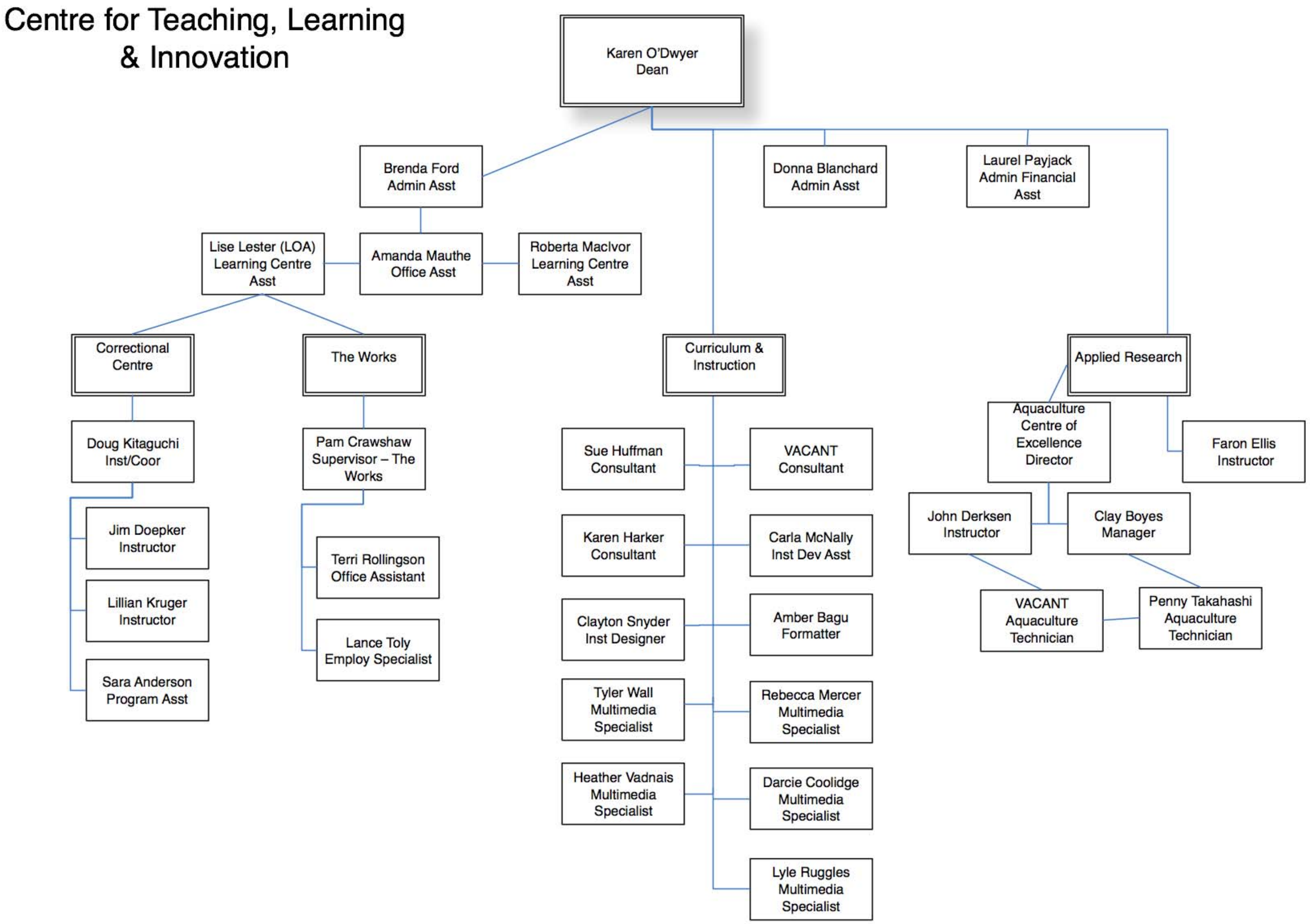
Center for Applied Management School of Business Organizational Chart



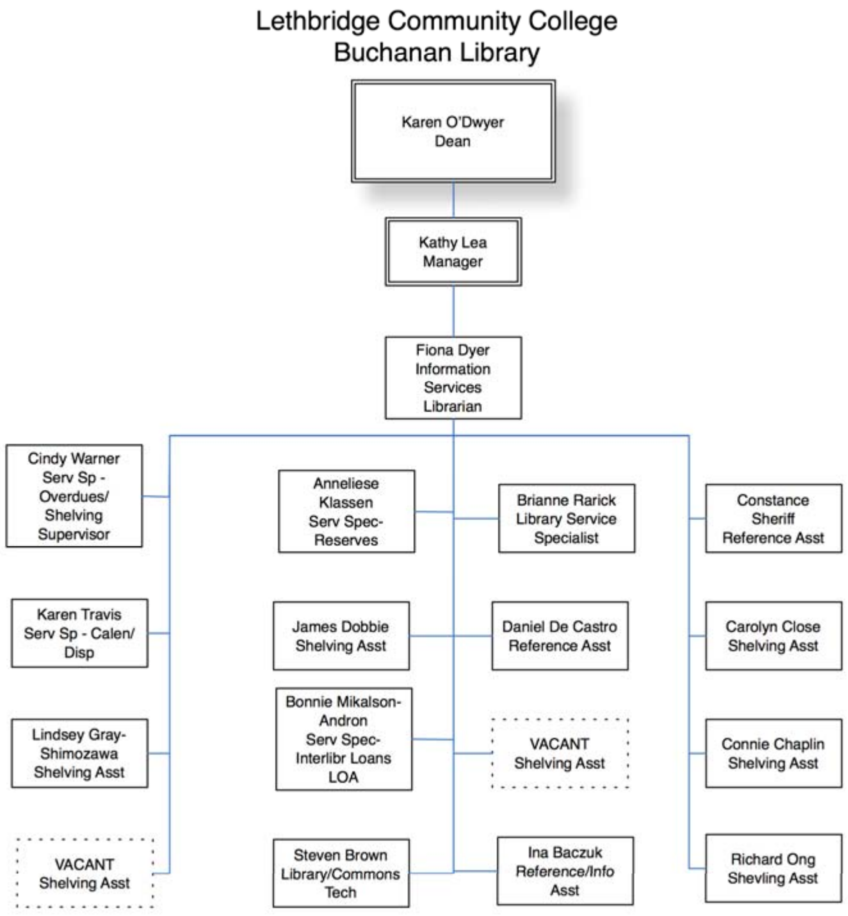
Source: Lethbridge College, 2007.

Center for Teaching, Learning and Innovation Organizational Chart



Soure: Lethbridge College, 2007.

Buchanan Library Organizational Chart



Source: Lethbridge College, 2007.

Manual outline 1.1

Cover

Table of Contents

1. Introduction
    - 1.1 China Project
    - 1.2 Estar
    - 1.3 Contact people *(people who to contact if you have questions or problems)*

2. The Course
    - 2.1 The content *(the content of the course)*
    - 2.2 Where do you find it *(Where to find the content)*
    - 2.3 Evaluation
        - Exams
        - Type *(multiple guess, etc)*
        - Grading
    - 2.4 Assignments
        - Who will mark

3. Orientation to China *(Understanding to adjust the material to the audience)*
    - 3.1 Chinese cultural awareness training *(Difference in how to do business)*

4. Things to do
    - 4.1 Printed student manual *(Manual for the student)*
        - a. An example of a student manual
    - 4.2 Printed instructor resource *(Manual for the Chinese teacher)*
        - a. An example of a instructor resource
    - 4.3 Digital material *(ebooks,..)*
        - a. Teaching video
        - b. Ebooks and other materials *(How to find ebooks and materials and post them to the websites)*
        - c. Copyright *(Leah Berkhoff, respecting copyrights)*

5. Acknowledgements/References

6. Feedback *(If you have feedback, who to contact)*

Manual outline 1.2

Cover

Table of Contents

1. Introduction
    - 1.1 China Project *(About the project and objective of the project)*
    - 1.2 Estar *(About the Chinese school)*
    - 1.3 What is expected of you *(What they will be expected to do)*
    - 1.4 Contact people *(people who to contact if you have questions or problems)*

2. The Course
    - 2.1 The content *(the content of the course)*
    - 2.2 How much material I need *(How much work I need to provide for the students)*
    - 2.3 Where do you find it *(Where to find the content)*
    - 2.4 Delivery to students *(How the information will be forwarded to the students)*
    - 2.5 Evaluation
        - Exams
        - Type *(multiple guess, etc)*
        - Grading
    - 2.6 Assignments
        - Who will mark

3. Orientation to China *(Understanding to adjust the material to the audience)*
    - 3.1 Chinese cultural awareness training *(Difference in how to do business)*
    - 3.2 Differences between Chinese and Canadian learning styles
    - 3.3 Changing material to fit China *(changing names, using simpler English, using consistent terms [not firm and then suddenly company])*

4. Things to do
    - 4.1 Printed student manual *(Manual for the student)*
        a. Small biography of the teacher *(instructions on how to write the bio and what it should include and who to give it to, and submit business card)*
        b. Course outline
        c. Where to find material *(Information to the student about where to find electronics books, and other material needed to complete the course)*
        d. Web CT (*Instructions on how to use Web CT for students, ex. How to Navigate)*
            - How to log in to the portal
        e. Grading
        f. Contact information of teacher *(For students, in case they have questions)*
        g. An example of a student manual

    - 4.2 Printed instructor resource *(Manual for the Chinese teacher)*
        d. Small biography of the teacher
        e. Course outline
        f. Where to find material

g. Exercises to do in class with the students *(this part not included in the student manual, some exercises the teacher can do with the students)*
h. Web CT *(Instructions on how to use Web CT for teachers)*
   - How to log in to the portal
   - How to use it
i. Grading
j. Contact information of teacher
k. An example of a instructor resource

4.3 Teaching video *(How to do the video, about clothing, etc..)*

a. How to make the video (who makes it, where do you go…)
b. Delivery options and aids
   - Teleprompter
   - Power Point
   - Lecture
c. Environment
   - Backdrop
   - Desk
d. Clothing and accessories
e. Hair and makeup
f. Mannerisms and gestures
g. Rate of Speech

4.4 Digital material *(ebooks,..)*

a. Ebooks and other materials *(How to find ebooks and materials and post them to the websites)*
b. Copyright *(Leah Berkhoff, respecting copyrights)*
c. Format of material for Web CT
d. Who to contact *(If questions or problems)*

5. Acknowledgements/References

6. Feedback *(If you have feedback, who to contact)*

Manual outline 1.3

Cover

Table of Contents

1. Introduction
    - 1.1 China Project *(About the project and objective of the project)*
    - 1.2 Estar University*(About the Chinese school)*
    - 1.3 What is expected of you *(What they will be expected to do)*
        - Contracts
    - 1.4 Contact people *(people who to contact if you have questions or problems)*
    - 1.5 Instructor experiences *(Jay Buis)*
2. The Course
    - 2.1 The content *(the content of the course)*
    - 2.2 How much material I need *(How much work I need to provide for the students)*
    - 2.3 Where do you find it *(Where to find the content)*
    - 2.4 Delivery to students *(How the information will be forwarded to the students)*
        - Format of material for Web CT *(done by CTLI)*
    - 2.5 Evaluation
        - Exams
        - Type *(multiple guess, etc)*
        - Grading
    - 2.6 Assignments
        - Who will mark
    - 2.7 Course evaluation *(Chinese students' evaluation of the course)*

3. Orientation to China *(Understanding to adjust the material to the audience)*
    - 3.1 Chinese cultural awareness training *(Difference in how to do business)*
    - 3.2 Differences between Chinese and Canadian learning styles *(Who is the Chinese learner?)*
    - 3.3 Changing material to fit China *(changing names, using simpler English, using consistent terms [not firm and then suddenly company])*

4. Preparing written course materials
    - 4.1 Printed student manual *(Manual for the student)*
        - 4.1.1 Small biography of the teacher and photograph of the instructor *(instructions on how to write the bio and what it should include and who to give it to, and submit business card)*
        - 4.1.2 Course outline
        - 4.1.3 Where to find material *(Information to the student about where to find electronics books, and other material needed to complete the course)*
        - 4.1.3 Web CT (*Instructions on how to use Web CT for students, ex. How to Navigate)*
            - How to log in to the portal
        - 4.1.4 Student resources
            - 4.1.4.1 Preparing for multiple choice exams
            - 4.1.4.2 Notetaking

4.1.5 Grading
4.1.6 An example of a student manual

4.2 Additional resources for printed instructor resource *(Manual for the Chinese teacher)*
4.2.1 Exercises to do in class with the students *(this part not included in the student manual, some exercises the teacher can do with the students)*
4.2.2 Grading and evaluation criteria
4.2.3 Contact information of the teacher in Canada
4.2.4 A sample of the of a instructor resource

4.3 Teaching video *(How to do the video, about clothing, etc..)*
4.3.1 How to make the video (who makes it, where do you go…)
4.3.2 Rate of Speech
4.3.3 Mannerisms and gestures
4.3.4 Delivery options and aids
i. Teleprompter
ii. Power Point
iii. Lecture
4.3.5 Environment
iv. Backdrop
v. Desk
4.3.6 Clothing and accessories
4.3.7 Hair and makeup

4.4 Digital material *(ebooks,..)*
4.4.1 Ebooks and other materials *(How to find ebooks and materials and post them to the websites, what you can post, Fiona Dyer)*
4.4.2 Copyright *(Leah Berkhoff, respecting copyrights)*

5. Acknowledgements/References

6. Feedback *(If you have feedback, who to contact)*

Manual outline information sources

Cover

Table of Contents

1. Introduction

Introduction was compiled by Anita Ryhänen and Cheryl Pollmuller

1.1 China Project *(About the project and objective of the project)*

This part was taken from an introduction to the project, which was sent to the staff before by Derek Bly, the manager of communications and marketing at the Lethbridge college. The part was edited to remove parts that are not anymore more current and bring the text up to date.

1.2 Estar *(About the Chinese school)*

Chinese instructors visited the school during the time the manual was being made. The Chinese teachers were asked to write a small text about their school to this part of the manual.

1.3 What is expected of you *(What they will be expected to do)*

- Contracts

Contracts were made by Karen Harker as she knows the legal issues of the project.

1.4 Contact people *(people who to contact if you have questions or problems)*

Anita Ryhänen filled this part with the information gathered from Cheryl Pollmuller and Karen Harker.

2. The Course

This part was made by Karen Harker, as she knew the content which needed to be added.

2.1 The content *(the content of the course)*
2.2 How much material I need *(How much work I need to provide for the students)*
2.3 Where do you find it *(Where to find the content)*
2.4 Delivery to students *(How the information will be forwarded to the students)*

- Format of material for Web CT *(done by CTLI)*

2.5 Evaluation

- Exams
- Type *(multiple guess, etc)*
- Grading

2.6 Assignments

- Who will mark

2.7 Course evaluation *(Chinese students' evaluation of the course)*

3. Orientation to China *(Understanding to adjust the material to the audience)*

This part was provided by Candace Lewko, a teacher of Lethbridge College who has taught in China on several occasions.

3.1 Chinese cultural awareness training *(Difference in how to do business)*
3.2 Differences between Chinese and Canadian learning styles *(Who is the Chinese learner?)*
3.3 Changing material to fit China *(changing names, using simpler English, using consistent terms [not firm and then suddenly company])*

4. Things to do

This part was provided by Karen Harker, because the Educational Advancement knew the material that the teachers needed to make.

4.1 Printed student manual *(Manual for the student)*

h. Small biography of the teacher and photograph of the instructor *(instructions on how to write the bio and what it should include and who to give it to, and submit business card)*
i. Course outline
j. Where to find material *(Information to the student about where to find electronics books, and other material needed to complete the course)*
k. Web CT (*Instructions on how to use Web CT for students, ex. How to Navigate)*
    - How to log in to the portal
l. Grading
m. An example of a student manual

4.2 Additional resources for printed instructor resource *(Manual for the Chinese teacher)*

l. Exercises to do in class with the students *(this part not included in the student manual, some exercises the teacher can do with the students)*
m. Grading and evaluation criteria
n. Contact information of the teacher in Canada
o. A sample of the of a instructor resource

4.3 Teaching video *(How to do the video, about clothing, etc..)*

This part was made by Anita Ryhänen. She had material from Cheryl Pollmuller and Elio Girardi. Some of the information, for example Rate of Speech and Make Up, were noticeable from previous videos and therefore Anita wrote for example for Rate of Speech, a small section based on what she was told.

h. How to make the video (who makes it, where do you go…)
i. Rate of Speech
j. Mannerisms and gestures
k. Delivery options and aids

- Teleprompter
- Power Point
- Lecture

l. Environment
- Backdrop
- Desk

m. Clothing and accessories
n. Hair and makeup

4.4 Digital material *(ebooks,..)*

This part was offered by the library. They have the databases and have ready made guidebooks to teach teachers and students how to use them.

e. Ebooks and other materials *(How to find ebooks and materials and post them to the websites, what you can post, Fiona Dyer)*
f. Copyright *(Leah Berkhoff, respecting copyrights)*

This part was provided by Leah Berkhoff, the Intellectual Property Officer. She is the copyright expert.

5. Acknowledgements/References

6. Feedback *(If you have feedback, who to contact)*

China Manual Presentation Times

China Manual Presentation

When: December 20th at 10am-1pm
Where: The Executive Board Room

	Subject	Speaker	Reserved Time	Start time	End time
1	Introduction	Cheryl	20min	10,10	10,30
2	Project description and about Estar	Anita	10min	10,30	10,40
3	What you will have to do	Anita	5min	10,40	10,45
4	Lectures in Estar	Anita	5min	10,45	10,50
5	Cultural Differences in China	Maggie	15min	10,50	11,05
6	Teaching in China	Jay	15min	11,05	11,20
7	Faculty Development Agreements	Karen	5min	11,20	11,25
8	Student and instructor manuals	Karen	15min	11,25	11,40
9	Copyright, using materials	Karen	10min	11,40	11,50
10	Library resources	Fiona	10min	11,50	12,00
11	Filming presentations	Elio	10min	12,00	12,10
12	Appearance on TV	Quinn	15min	12,10	12,25
13	Questions	All	10min	12,25	12,35

China Manual Meeting

For Instructors

Schedule

	Subject	Speaker	Reserved Time
1	Introduction	Cheryl	20min
2	Project description and about Estar	Anita	10min
3	What you will have to do	Anita	5min
4	Lectures in Estar	Anita	5min
5	Cultural Differences in China	Maggie	15min
6	Teaching in China	Jay	15min
7	Faculty Development Agreements	Karen	5min
8	Student and instructor manuals	Karen	15min
9	Copyright, using materials	Leah	10min
10	Library resources	Fiona	10min
11	Filming presentations	Elio	10min
12	Appearance on TV	Quinn	15min
13	Questions	All	10min

China Project

- According to Rick Buis, Vice President, Corporate Services and International Development some of the good reasons for this new cooperation with a Chinese college:
  - Enrolment numbers in Alberta have been affected by the hot economy and demographics.
  - A hot economy combined with a demographic shift could hit colleges hard.
  - Exposure to the global market place, different people and different cultures enhances the real-world experience Lethbridge College seeks to provide.

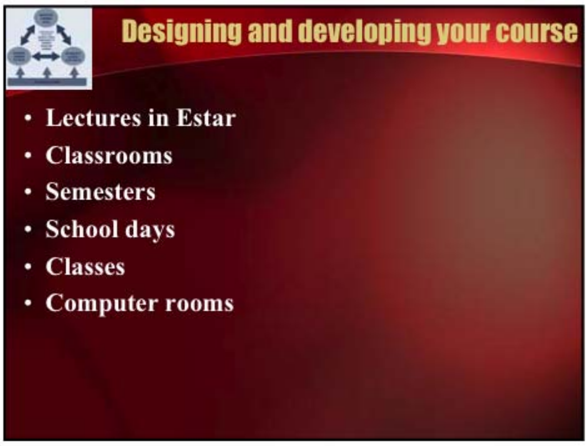
China Project

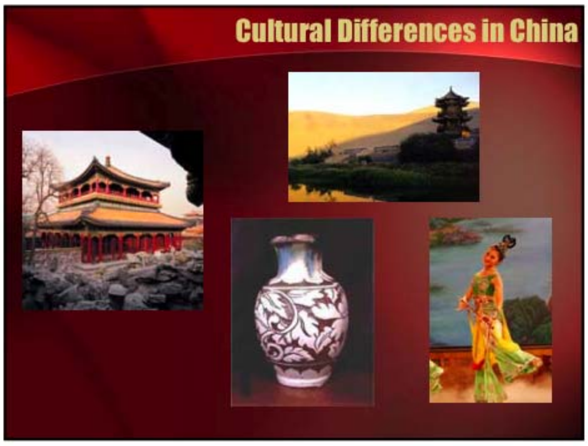
- Allows Chinese students to obtain a Lethbridge College credential
  - Classes are presented using a guided video delivery format
  - The video and student manual is created by Lethbridge College and delivered in a classroom through the guidance of a Chinese instructor.
  - Evaluation is shared between the Chinese and Lethbridge College instructors, with Lethbridge College having control over the final examination process.

Estar

Estar


Project description
• So, what will you have to do?
– Student manual (for the Chinese student)
– Video presentation
– Instructor manual (for the Chinese teacher)
– Work with the Educational Enhancement Team


Designing and developing your course
• Lectures in Estar
• Classrooms
• Semesters
• School days
• Classes
• Computer rooms

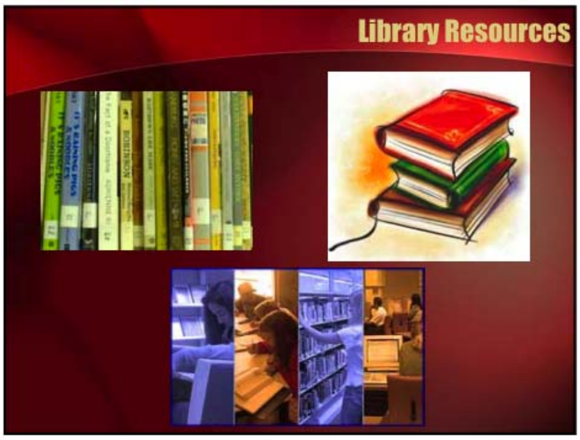

Cultural Differences in China


Teaching in China


Faculty Development Agreements
• Release time
• Signing the Faculty Development agreements

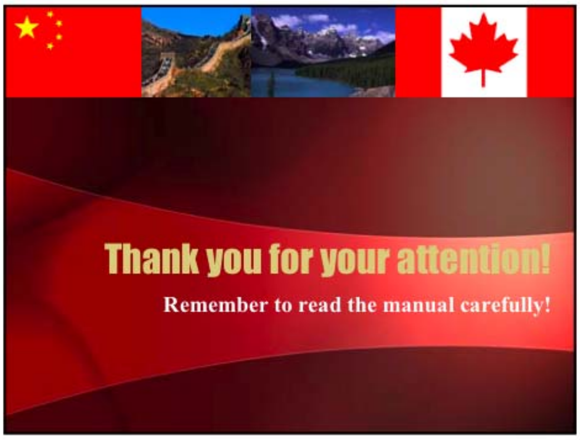

Student and instructor manuals


Copyright and using materials
COPYRIGHT MATTERS!
CANADA
Copyright


Library Resources


Filming presentations


Appearance on TV


Thank you for your attention!
Remember to read the manual carefully!

China Manual Presentation Handout

China Manual Presentation

When: December 20th at 10am-1pm
Where: The Executive Board Room

Subject	Speaker	Reserved time
1. Introduction	Cheryl	20min
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11. Filming presentations	Elio	10min
12. Appearance on TV	Quinn	15min
13. Questions	All	10min